

Baginton Fields School

Relationship, Sex and Health Education Policy



"Dedicated to delivering inspirational learning experiences"

Reviewed by:	Emma Dunstone	Date: June 2023
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Statutory Requirements

Baginton Fields is a maintained secondary school and we recognise that we must provide Relationships and Sex Education to all students as per the [Children and Social work act 2017](#). In teaching RSE, we must also have regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#).

Health education at Baginton Fields is delivered to give effect to the duty in section 34 of the 2017 Act and the power in section 35 of that Act, the Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019 amend existing provisions in the Education Act 1996 and the Education Act 2002.

Intent of the Relationships and Sex Education Programme

Here at Baginton Fields we follow The Jigsaw Scheme of Work. The programme offers us a comprehensive, carefully thought-through Scheme of Work which brings consistency and progression to our students' learning in this vital curriculum area.

The intent of our Relationship, Sex and Health Education curriculum is to deliver an all-inclusive philosophy that is age appropriate, as well as a curriculum that all students at Baginton Fields have access to. We endeavour to maximise the outcomes for every student so that it enhances and builds on previous knowledge. With increasing knowledge, the students' ability to remember and understand increases, as they complete the programme of study. At Baginton Fields our RSHE education is inclusive and enables all our students to gain greater independence and a greater understanding of their own status as members of a society in modern day Britain. This helps to prepare our students for issues they may face in adulthood. It aims to help them understand how they are developing personally, socially and emotionally and also tackles many of the moral, social and cultural issues that are part of growing up. As a school we understand that relationship, sex and health education is an important element of the curriculum and that the teaching of this subject requires particular skill and sensitivity. For a considerable number of our students, the concepts underlying this area of learning can be extremely difficult to understand. However, it is essential that the students are prepared for the changes that will occur in their bodies, emotionally, physically and mentally.

We acknowledge that in order for our students to take up the challenges of creating a happy and successful adult life, they need the knowledge that will enable them to make informed decisions about their wellbeing, health and relationships and to build their self-worth and self-esteem. We understand that high quality, evidence-based and age-appropriate teaching of these subjects can help prepare our students develop their resilience and to help them understand and know how and when to ask for help.

We recognise that we have a responsibility under the Equality Act 2010 to ensure the best for all students irrespective of disability, educational needs, race, nationality, ethnic or national origin, sex, gender identity, pregnancy, maternity, religion, sexual orientation or whether they are looked after children. Meaning that the teaching of RSHE needs to be sensitive to the varying needs of individual students and may need to be adapted or changed as the students of the school change. Not only does the teaching need to be sensitive of these needs, but also to help the students realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours or language that is prejudice-based.

At Baginton Fields it is our intention that all students gain the opportunity to access a programme of RSHE study. Content and teaching are tailored to meet the different developmental stages, being sensitive, age-appropriate, developmentally appropriate and delivered with reference to the law. We consider the students' full rights and responsibilities in regards to their personal relationships, sexuality and physical, emotional and moral development. It is our philosophy that sexuality is intrinsically part of our being and relationships part of everyday lives. All students, regardless of their needs, have the same entitlement to that preparation. Students learn to understand and respect common humanity, diversity and differences, so that they can go on to develop relationships that are part of life and learning. It is our intention that Relationships Sex and Health Education will be accessible for all students through quality teaching that is adapted and personalised, ensuring accessibility for all students in the Baginton community.

The DfE *Sex and Relationship Education* statutory guidance states:

'In teaching Relationships Education and RSE, schools should ensure that the needs of all pupils are appropriately met, and that all pupils understand the importance of equality and respect. Schools must ensure that they comply with the relevant provisions of the Equality Act 2010, (please see The Equality Act 2010 and schools: Departmental advice), under which sexual orientation and gender reassignment are amongst the protected characteristics.'

Baginton Fields school believes that RSHE should meet the needs of all students regardless of their developing sexuality and be able to deal honestly and sensitively with sexual orientation, answer appropriate questions and offer support.

The DfE *Sex and Relationship Education* statutory guidance indicates:

'We will come across a diversity of families and relationships in our society. We respect the rights of other people to enter into relationships which may be different, or those of the faith or community we identify with, and we should value the freedoms which this country's law allows to all individuals, including us.'

In planning and presenting our RSHE programme we provide an opportunity for students to express themselves within a trusted and safe environment. We believe that effective RSHE education enables young people to make responsible and informed decisions about their overall health and wellbeing.

Our school is committed to the provision of RSHE making it inclusive to all of its students and their differing needs and genders. Our programme aims to respond to the diversity of our students' cultures, faiths and family backgrounds. All staff are expected to give every student the chance to experience, participate and achieve the understanding of RSHE. There may be occasions where some students need extra support and this will be given accordingly. The RSHE programme is led by Emma Dunstone and taught by class teachers and supported in lessons by teaching assistants. The school Governor with the responsibility for RSHE is Donna Partridge. In line with our school's ethos and values Baginton Fields does not encourage early sexual experimentation or sexual activity. Our RSHE curriculum supports our students, to develop safe, fulfilling and healthy relationships.

Across all pathways, students will be supported with developing the following skills through the teaching and delivery of our RSHE curriculum:

- Communication, including managing relationships and emotions
- How to recognise and assess potential risks
- Consent
- Where and how to seek help and support when required
- Informed decision-making
- Self-respect, respect for others and responsibility
- Recognise and maximise a healthy lifestyle and relationships
- Manage conflict and respond to challenges
- Self-awareness

These skills are taught within the context of relationships.

The planning and organising of teaching strategies will be consistently reviewed, e.g. through lesson observations, to ensure that no pupil is disadvantaged.

This policy covers our school's approach to RSHE education, not only in valuable lessons taught, but through the attitude of both our staff and students. Our school ethos and values highlight an approach and commitment to equality both within and outside of the classroom. This policy was produced in consultation with our staff, board of governors and parental engagement.

The aims of the RSHE curriculum

The RSHE curriculum is implemented at this school to:

- To provide the knowledge and information to which all students are entitled
- To clarify/reinforce existing knowledge
- To raise students' self-esteem and confidence, especially in their relationships with others
- To help students understand their sexual feelings and behaviour, so they can lead fulfilling and enjoyable lives
- To help students develop relevant skills (in language and communication, decision making, assertiveness) and make the most of their abilities and potential
- To develop the confidence to be participating members of society and to value themselves and others
- To understand how and where to get help to gain access to information and support
- To develop skills for a healthier, safer lifestyle
- To develop and use communication skills and assertiveness skills to cope with the influences of their peers and the media
- To understand how to respect and care for their bodies
- To be prepared for puberty, going through puberty and adulthood

The intricacy of the subject content develops progressively and in line with the students own

development and understanding.

It is a subject that is firmly embedded in all curriculum areas (e.g. ICT, RE and Science) including Personal, Social, Health Education, Careers and Citizenship (PSHECC). RSHE is also celebrated through regular whole school assemblies and organised 'focus' days within the academic year.

The RSHE programme that Baginton Fields has planned considers the age, physical and emotional development and maturity of the school community.

Students are taught in mixed gender groups, unless there is a need for a more gender specific focus. From time to time Individual support may be deemed necessary for specific students.

Child Protection / Confidentiality

- Teachers are aware that effective RSHE brings an understanding of what is and is not acceptable in a relationship, it may lead to disclosure of a child protection issue.
- The staff member will inform the Designated Safeguarding Lead in line with the school procedures for child protection if such a disclosure is made.
- All members of staff have up-to-date child protection training and cannot promise confidentiality if concerns about a young person exist.

Working with Parents and Parental Rights

This RSHE policy has been formulated with the involvement of a Parent School Governor with responsibilities for overseeing RSHE and the full Governing body ratifying the policy in line with the new RSHE guidelines.

Parental Rights

Parents will have the right to request to withdraw their child from sex education delivered as part of RSHE in secondary schools which, unless there are exceptional circumstances, should be granted up to three terms before their child turns 16. At this point, if the child themselves wishes to receive sex education rather than be withdrawn, the school should make arrangements for this to happen in one of the three terms before the child turns 16 - the legal age of sexual consent. Parents will need to inform the head teacher Alison Francis in writing of the reasons for the withdrawal.

There is no right to withdraw from Relationships Education at primary or secondary school level as it is believed the contents of these subjects – such as family, friendships, safety (including online safety) – are important for all children/students to be taught.

Policy Links

This RSHE policy has clear related links to other school policies and documents promoting students' spiritual, moral, social, and cultural development:

- Spiritual, Moral, Social and Cultural Development Document

- Anti-Bullying Policy
- Behaviour Policy
- Safeguarding and Child Protection policy
- E-Safety Policy
- PSED Policy
- Teaching and Learning Policy